

AP EUROPEAN HISTORY

PART II: FREE RESPONSE QUESTIONS (33 points)

You must answer one of the following: Write an essay that:

- has a relevant thesis
- addresses all parts of the question
- supports thesis with specific evidence
- is well organized.

1. Analyze the ways in which the policies of Joseph Stalin transformed the policies of Vladimir Lenin. 1-5
2. Analyze the extent to which conservatives in continental Europe were successful in achieving their goals in the years between 1815 and 1851. Draw your examples from at least two states. 6-8
3. Compare and contrast the goals and achievements of the feminist movement in the period circa 1850–1920 with those of the feminist movement in the period 1945 to the present. 9-13
4. Compare and contrast the crises in state authority that precipitated the French Revolution in 1789 and the February and October Revolutions in Russia in 1917 14-16
5. Analyze the effects of nationalism on the Austrian Empire in the period 1815 to 1914. 17-19

Q1 2012 Final

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Question 6

Analyze the ways in which the policies of Joseph Stalin transformed the policies of Vladimir Lenin.

9–8 points

- Thesis is explicit, with specific reference to one or more ways that Stalin transformed policies of Lenin.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced and includes at least two examples of policies for both Lenin and Stalin.
- Assertions about transformation of policies are supported by multiple pieces of relevant evidence.
- Essay may contain errors that do not detract from argument.

7–6 points

- Thesis is explicit and makes reference to transformation of policies.
- Organization is clear and effective in support of the argument but may not be consistently followed.
- Essay is balanced and includes at least one specific policy for both Lenin and Stalin.
- Major assertions are supported by at least one piece of relevant evidence.
- Essay may contain an error that detracts from argument.

5–4 points

- Thesis is explicit but may not be fully responsive to the question or may fail to note transformational nature of policies.
- Organization is clear and effective in support of the argument but is not consistently followed.
- Essay shows some imbalance; may fail to develop evidence for either Lenin or Stalin.
- Major assertion(s) are supported unevenly.
- Essay may contain a few errors that detract from argument.

3–2 points

- There is no explicit thesis or a thesis that merely repeats or paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance; may not discuss any policies.
- Assertions lack supporting evidence.
- Essay may contain several errors that detract from argument.

1–0 points

- No discernible attempt at a thesis is made.
- No discernible organization is evident.
- One or none of the major topics suggested by the prompt is mentioned.
- Little or no supporting evidence is given.
- Essay may contain numerous errors that detract from argument.

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Question 6 (continued)

Historical Background

Vladimir Lenin

Lenin was a key figure in the Russian Revolution and its aftermath. He went into exile following the execution of his brother owing to his involvement in an assassination attempt against Tsar Alexander III. Lenin returned to Russia with the aid of the Germans in the midst of World War I.

Lenin's writings, perhaps most notably his *April Theses*, attempted to reconcile Marxist ideology with the circumstances of the Russian state and society. Lenin's attempts at reconciliation included the following assertions:

- Marx asserted that communist revolution would occur first in the most economically developed nations (e.g., Great Britain, Germany). However, Lenin argued that revolutionary activity would more easily establish a foothold in the "weakest link" of the capitalist system and subsequently spread throughout the capitalist chain.
- Lenin argued that a small group of professional revolutionaries could best enact a successful revolution in an autocratic nation such as Russia, rather than relying on a spontaneous workers' revolution.
- Lenin rejected any notion of cooperation with the Russian provisional government or other "compromise" socialist groups.
- Lenin added a condemnation of imperialism to the Marxist critique of capitalism.

Lenin utilized slogans such as "Peace, Bread, and Land" and "All power to the soviets!" to promote his Bolshevik agenda over that of the increasingly unpopular provisional government. He was able to capitalize on this lack of support to establish the Bolsheviks firmly in power during the October Revolution. Lenin entered into the Treaty of Brest-Litovsk with Germany, despite substantial loss of territory for the Russians, both because he recognized the unpopularity of the war and because he believed that national borders would become inconsequential once the communist revolution spread.

The Bolsheviks validated peasant seizures of land and factories and disbanded a newly elected Constituent Assembly, which was dominated by Menshevik factions. Despite opposition from a coalition of forces known as the White Army, the Bolshevik forces under the leadership of Leon Trotsky were ultimately victorious in the Russian Civil War (1918–1923). The Bolsheviks implemented a policy known as "war communism," which nationalized key industries and collectivized agriculture. Harsh policies were introduced for peasants who refused to surrender their grain and livestock. Further, the Bolsheviks formed a secret police force (known originally as the Cheka and later as the NKVD and the KGB) to root out opposition. By 1922 Lenin and the Bolsheviks exerted full authority over most of the territory of the former Russian Empire and used the Cheka to implement a Red Terror aimed at eliminating thousands of "class enemies" of the state through widespread execution without trial. The Union of Soviet Socialist Republics (USSR) was declared in 1922.

Beyond the borders of the USSR, many communists maintained a belief in the imminent overthrow of capitalism. The Bolsheviks called for the formation of the Third International (or Comintern) in 1919. Though designed to be an international alliance of socialist groups, the Third International was clearly dominated by the ever increasing power of the newly emerging USSR.

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Question 6 (continued)

Historical Background (continued)

War communism proved disastrous to the already struggling Russian economy. In the face of economic collapse, Lenin instituted a revised policy, known as the New Economic Policy (NEP), in 1921. The NEP represented a compromise with capitalism by allowing small-scale private ownership of businesses. Peasants also gained greater control over the distribution of their crops. The NEP produced some success, but it failed to boost Russian productivity beyond prewar levels and created a split among the USSR's leadership about the wisdom of such a compromise policy.

Socially, women made substantial gains in terms of equality under Lenin's rule. Women gained the right to vote in 1918. They also gained the right to divorce and greater access to birth control and abortion. Fundamental changes to the position of women in Soviet society were somewhat slow in coming, however, despite the formation of a women's bureau designed to promote education among women. The Soviets also created the Communist Youth League to promote communist ideology and party membership. Artists and intellectuals were also involved in promoting procommunist ideology, though artists were allowed to engage in experimental techniques in genres such as film and visual art.

Joseph Stalin

Lenin suffered a series of strokes that left him increasingly debilitated, setting up a power struggle between Leon Trotsky and Joseph Stalin. Despite Trotsky's dynamic leadership as commissar of war in the early part of the Russian Revolution, Joseph Stalin's successful manipulation of patronage as the Communist Party's general secretary allowed him to gain party support and cement his power by 1928.

Stalin ended the NEP and began building his "socialism in one country" program, since a communist world revolution seemed increasingly unlikely. To promote his goal of rapid industrialization, Stalin imposed the first of a series of Five Year Plans in 1928 aimed at making the USSR competitive with the rest of the industrialized world. These plans called for a central government agency known as Gosplan to manage resource allocation and production. The Five Year Plans were aimed primarily at increasing capital good production. Despite significant hardships as a result of this emphasis on capital goods, the Five Year Plans produced some degree of success and brought the USSR into a competitive position with other leading nations in heavy industry.

Stalin took aim at the wealth of the kulaks to build Soviet industry and infrastructure. He forcibly collectivized agriculture. Resistance from the kulaks led to reprisals and millions of deaths; some died from open resistance to collectivization policies, while others died from famine resulting from confiscation of food or the intentional destruction of crops and livestock during the resistance movement.

Stalin imposed totalitarian rule on the USSR. Independent political parties were outlawed and freedom of expression was eliminated. The cultural life of the Soviet Union existed primarily as a means of propaganda. Stalin advocated socialist realism, forms of artistic expression that glorified the worker and industry. Further, Stalin promoted his own cult of personality by having life-sized posters of himself displayed throughout the country.

To achieve his goals, Stalin attempted to strengthen the party bureaucracy under his control. Stalin remained fearful of the "Old Bolsheviks" who were part of the original revolution. He conducted a series of Great Purges that eliminated these perceived threats through a series of public confessions and executions.

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Question 6 (continued)

Historical Background (continued)

Socially, women saw setbacks in some of the steps toward legal equality that they had achieved under Lenin. Stalin was concerned about declining birthrates. Therefore, in an effort to increase the Soviet birthrate, the Stalinist regime undid many of the gains that women had made in controlling reproduction.

Abortion was outlawed. Stalin praised the family and its role in inculcating traditional values of duty and discipline. Divorce became much more difficult and motherhood was promoted. The Stalinist regime made education more attainable, especially for technical or engineering-related fields.

Events before and during the Second World War led Stalin to a more assertive foreign policy. Despite significant ideological differences, Stalin entered into a nonaggression pact with Hitler's Nazi Germany just before the outbreak of the war. Stalin used the interval of peace with Germany to expand Soviet territory, taking the Baltic states, Bessarabia, eastern Poland and parts of Finland. Eventually, however, the USSR was forced to join forces with the Allied powers after being invaded by Nazi Germany in 1941. Despite the devastation wrought by World War II on the USSR, Stalin capitalized on his status as leader of a victorious power and was instrumental in exacerbating the tensions leading to the emergence of the Cold War.

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2011 SCORING COMMENTARY

Question 6

Overview

This question required students to address differences between the policies of Vladimir Lenin and the policies of Joseph Stalin. The question did not require students to identify similarities or continuities between the two leaders' policies, but many student responses addressed continuities by way of highlighting the differences. Students needed to show evidence that they understood key policies of both Lenin and Stalin in the context of their discussion about policy transformations.

Sample: 6A

Score: 9

The essay has a solid thesis that is clearly responsive to all parts of the question. The body paragraphs discuss specific changes of policy from Lenin to Stalin in the fields of leadership structure, economic policy and international affairs. For each of these three areas, the essay systematically outlines both Lenin's policy and the way it was transformed under Stalin. In doing so, the essay refers to multiple policies of the two Soviet leaders and provides ample evidence of understanding the relevant details of these policies. The organization demonstrates clear and consistent analysis.

Sample: 6B

Score: 6

The essay has a specific thesis that clearly addresses transformation of policies. It is sufficiently balanced in that it contains references to policies of Lenin (war communism and NEP) and Stalin (Five Year Plans and the creation of the *kolkhozes*). However, the essay offers only minimal explanations of these policies in support of the main argument, and this lack of supporting detail prevented it from earning a score of 7. The essay meets the minimum requirements necessary for earning a score of 6.

Sample: 6C

Score: 3

The attempted thesis is a mere restatement of the prompt. NEP and the Five Year Plans are mentioned, but there is no evidence to suggest understanding of these terms. The essay erroneously attributes the slogan "Peace, [L]and and Bread" and providing land to the kulaks (seemingly a reference to NEP) to Stalin. It correctly identifies the purges, collectivization of agriculture, and increased steel production with Stalin. There is sparse supporting detail, however, and the errors suggest limited overall understanding of the topic.



**AP® EUROPEAN HISTORY
2011 SCORING GUIDELINES (Form B)**

Question 6

Analyze the extent to which conservatives in continental Europe were successful in achieving their goals in the years between 1815 and 1851. Draw your examples from at least two states.

9–8 points

- Clear thesis articulates the extent to which the conservative goals were met in at least two states.
- Organization is clear and effective (e.g., juxtaposes developments in at least two countries side by side).
- Essay is well balanced and recognizes at least two states' attempts to achieve conservative goals.
- All major assertions are supported by multiple pieces of relevant evidence.
- Essay contains strong historical analysis rather than just factual narrative.
- Essay may contain some errors that do not detract from the argument.

7–6 points

- Thesis articulates the extent to which conservative goals were met in at least two states.
- Organization is clear and effective (e.g., juxtaposes developments in at least two countries side by side).
- Essay is well balanced and recognizes at least two states' attempts to achieve conservative goals.
- All major assertions are supported by several pieces of relevant evidence.
- Essay contains some analysis, though not fully articulated.
- Essay may contain some errors that do not detract from the argument.

5–4 points

- Attempted thesis either addresses just one state or addresses two or more states collectively, without specificity regarding the extent to which conservative goals were achieved in either state.
- Organization is clear but shows some imbalance (e.g., may focus on one country more than the other).
- Discussion is not balanced in regard to different conservative goals or individual countries.
- Major assertions are supported by at least one piece of evidence that demonstrates conservative reactions.
- Essay contains primarily factual narrative with little or no analysis.
- Essay may contain some errors.

3–2 points

- No thesis is or attempted thesis just restates the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance.
- There is little or no supporting evidence or the intended supporting evidence is not clearly linked to the question (e.g., may outline a narrative of the events surrounding the Congress of Vienna without connecting them to conservatism and its political goals).
- Essay may contain several errors that detract from the argument.

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Question 6 (continued)

1–0 points

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay contains major errors.

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2011 SCORING COMMENTARY (Form B)

Question 6

Sample: 6A

Score: 9

The essay presents a clear and well-written thesis that articulates the extent to which conservatives achieved their goals in three states: France, Russia and Austria. The organization is clear, and the coverage is well balanced among the three countries chosen. The essay demonstrates an impressive command of a wide range of relevant events and dates, some of them fairly obscure. Each assertion is supported by multiple pieces of evidence. The analysis of the extent to which conservative goals were achieved in each of the three countries is insightful and sophisticated. The essay's analysis of events in three, instead of the required two, countries, the impressive level of historical detail, and the overall level of sophistication all contributed to earn the maximum score of 9.

Sample: 6B

Score: 5

The introductory paragraph lays out the goals of conservatives (represented by Mettemich) in the post-1815 period, but the concluding paragraph develops more fully an acceptable thesis that articulates the extent to which conservatives were successful in achieving their goals. The body paragraphs offer discussion of events in two countries (France and the Habsburg Empire); the supporting evidence is particularly strong for France. The analysis tends to overstate the case for conservative success, glossing over the July Revolution in France and the 1848 revolutions in both France and the Habsburg Empire, and not explicitly addressing the question in terms of evaluating the *extent* to which conservative goals were achieved in the two countries. The essay offers a very detailed treatment of the Congress of Vienna that is only weakly linked to the main argument. The essay did not earn higher than a score of 5 because it is mostly narrative in nature, with relatively little analysis, and does not fully address the issue of extent. However, the numerous specific examples and relatively well-developed thesis in the conclusion merited higher than a score of 4.

Sample: 6C

Score: 1

The attempted thesis in the introductory paragraph outlines, in general terms, one goal of some European conservatives, but it does not address the question of the extent to which conservatives were successful. The attempt at recapitulating the thesis in the concluding paragraph is counterfactual in its certainty. The discussion for both France and Russia is confused, off topic and riddled with factual errors and misinterpretations; it also shows a very shaky grasp of chronology (for example, in discussing the spread of communism in Russia). The essay earned a score of 1 on the strength of a passing reference to the 1830 and 1848 revolutions in France.

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Question 6

Compare and contrast the goals and achievements of the feminist movement in the period circa 1850–1920 with those of the feminist movement in the period 1945 to the present.

9–8 Points

- The thesis is explicit and fully responsive to the question.
- The organization is clear and consistent; major assertions are developed effectively.
- The essay is well balanced; both feminist movements are covered, with explicit connection to Europe.
- The evidence is precise and relevant; compares and contrasts the goals and achievements of feminist movements.
- The essay may contain errors that do not detract from the argument.

7–6 Points

- The thesis is explicit and responsive to the question.
- The organization is clear and supports the argument.
- The essay is balanced; refers to both feminist movements with some connection to Europe; may be stronger for one period than another.
- The evidence is relevant; some comparison is made of feminist movements.
- The essay may contain an error that detracts from the argument.

5–4 Points

- The thesis is not fully responsive to the question.
- The organization may be unclear or inconsistent.
- The essay shows some imbalance; may refer primarily to one feminist movement; may not refer to Europe specifically.
- Evidence is adequate, though sparser on one period than another; may be more descriptive than analytical.
- The essay may contain errors that detract from the argument.

3–2 Points

- The thesis is not explicit; may merely restate the prompt.
- The organization is weak.
- The essay shows serious imbalance; may merely mention feminist movement(s).
- The essay offers limited or confused evidence for either period.
- The essay may contain several errors that detract from the argument.

1–0 Points

- The thesis is vague or incomplete.
- Organization may be skeletal.
- Content on feminist movement(s) may be merely polemical.
- There is minimal evidence used; may be off task or unfocused.
- The essay may contain numerous errors that detract from the argument.

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AP[®] EUROPEAN HISTORY

2010 SCORING GUIDELINES

Question 6 — Historical Background Notes

The comparison will elicit common elements in the movements — the process of bringing about substantial (and presumably positive) change (primarily political, legal and economic in the first case; cultural, economic, social and sexual in the second) for European women. The contrast should elicit distinctions in goals and achievements.

Some goals and achievements students may cite

- Goals of feminist movement circa 1850–1920:
 - political, legal and educational equality
 - suffrage
 - control of property
 - access to university education
 - access to divorce
 - custody of children
- Achievements from perspective of feminist movement:
 - suffrage (at end of period) but not everywhere
 - a woman's right to control her own property
 - more favorable divorce laws (Britain, Germany, France)
 - right to train as a teacher
 - more university enrollments
- Goals of feminist movement from 1945 to present:
 - social, cultural and intellectual equality
 - reproductive rights
 - better divorce laws
 - child care and maternity leave
 - reduction of violence against women
 - professional advancement in fields of law, medicine, business
 - equal pay for equal work
- Achievements from perspective of feminist movement:
 - legal birth control
 - legal abortion
 - better legal protections against domestic violence
 - women politicians
 - greater educational and professional attainments

Textbooks

The feminist movements in the 19th and 20th centuries are effectively treated in the textbooks. The suffrage movement (as well as the legal struggle for property rights and reasonable divorce laws) in Great Britain receives attention, and feminism in the postwar period is also treated. Reproductive rights (abortion, contraception) were a leading feminist issue, especially in France and Italy.

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Question 6 — Historical Background Notes (continued)

Feminist movement circa 1850–1920: the struggle for equal rights in the political and legal realm, primarily by achieving the right to vote.

- Socialism and Marxism — socialism and socialist parties in Europe sometimes favored women's suffrage. From a socialist perspective, women's rights took second place to the overturning of capitalism.
Education — in issues related to suffrage, women sought easier access to education.
- France
 - Hubertine Auclert (1848–1914) campaigned for women's suffrage in France in the 1880s.
 - Roman Catholic feminist Marie Mauguet (1844–1928) also supported votes for women.
 - French women's organizations rejected violence and pursued legalism but failed in their bid. French women did not get the right to vote until after World War II.
- Germany
 - It was illegal for German women to engage in political activity in the Second Reich.
 - German Social Democrats favored women's suffrage, but their support made it even more suspect in the eyes of the Catholic Church and the authorities.
 - The Weimar Republic gave suffrage to German women in 1919.
 - Marie Juhacz was elected to the Reichstag, along with 36 other women, in 1919. She was the first woman to make a speech there.
- Great Britain
 - Women's rights' movements arose in the wake of the Great Reform Bill (1832). Method was generally petitioning (influenced by and related to Chartism).
 - By the end of the century, women of property could vote in municipal elections but not in national ones.
 - There were even a few women mayors.
- Russia
 - The March 1917 revolution in Russia began on International Women's Day with women demonstrating in the streets of Saint Petersburg. Women gained the right to vote in 1917 after the Bolshevik revolution.
- Catholicism
 - Women in Catholic countries achieved the right to vote later than in most Protestant countries. The papacy opposed female suffrage for a long while, even though many liberals feared that Catholic women would vote as their priests told them.
- Millicent Garrett Fawcett (1847–1929) was president of the National Union of Women's Suffrage Societies (NUWSS) and advocated peaceful methods.
- Emmeline Pankhurst (1858–1928) split from the NUWSS and founded the Women's Social and Political Union (WSPU) in 1903. These "suffragettes" espoused violence against property and other militant and "unladylike" actions. "Deeds, not words" was their motto.
- In 1913 Emily Davison, a militant suffragette who had studied at Oxford, threw herself in front of a horse owned by King George V at the Derby at Epsom Downs and was killed.

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Question 6 — Historical Background Notes (continued)

Feminist movement of 1945 to the present: the struggle for cultural, economic, social and reproductive rights; desire to refashion personal relations between men and women; desire to transform the family, the workplace and scholarship to reflect the concerns of women.

- Simone de Beauvoir (1908–1986) published *The Second Sex* in 1949. It emphasized the cultural aspects of female identity inscribed in the notion that “women are not born but are made.” Women were viewed as the “other.” Her book and personal participation helped generate a women’s movement in France focusing on changing the family structure, further liberalizing divorce laws, legalizing abortion (not achieved until the 1970s), and agitating against rape. Her organization was called the French League of Women’s Rights.
- Civil rights and feminism — several textbooks (e.g., Palmer) describe the women’s liberation movement as a sequel to the civil rights movement in the United States.
- Contemporary women leaders — Palmer lists 20th-century women leaders to show that women at times held the highest governmental positions. Palmer mentions Margaret Thatcher, among others. Students may also mention Margaret Thatcher as a positive example of the possible attainments of women (though she is not generally associated with feminism).
- Improved medical technology, especially contraceptives — discussed in some texts.
- Gains in Catholic countries — in Italy a 1970 divorce law permitted divorce. In France the sale of contraceptives was legalized in 1968 and abortion was legalized in 1970.
- Environmental and antinuclear concerns — European feminists have been active in groups such as the Green Party and Greenpeace. The West German leader of the Green Party, Petra Kelly, is the best known. This is sometimes referred to as “eco-feminism.”

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2010 SCORING COMMENTARY

Question 6

Overview

The intent of this question was to assess students' ability to discuss the goals and achievements of the "first-wave" feminist movement (c. 1850–1920) and compare them with those of the "second-wave"/"third-wave" feminist movement (1945 to the present). The question required students to supply information about feminist goals and achievements (usually legal, political and educational rights in the first period and cultural, professional or reproductive rights in the second period). The question supplied specific time periods, helping students to organize their responses and providing a basis for a thesis about the similarities and differences between the two movements.

Sample: 6A

Score: 9

This essay demonstrates a thorough understanding of the feminist movement in Europe in both periods addressed by the question. The evidence is ample, especially for the earlier period, and mostly persuasive, but it is not perfect for the later period. The student demonstrates relevant knowledge in a clearly organized discussion with well-developed analysis. The issue of reproductive rights is the only one not discussed. Otherwise, the student thoughtfully explores and compares the gender backlash of the Victorian Age with that of the 1950s. This masterful discussion reveals a stronger sense of historical change and continuity than essays that received lower scores, and it provides ample evidence to back up the main elements of the argument. Though not all the evidence is perfect, this sophisticated essay is among the best.

Sample: 6B

Score: 6

While the thesis of this essay is rather general, the essay clearly distinguishes the two periods under consideration and makes several comparative statements. Although the discussion has a somewhat naïve tone, the evidence is specific for both periods. For the earlier period, the essay discusses the right to vote and control of property. For the later period, it discusses limits on career advancement, the birth control pill and legalizing abortion. Specific contextual reference to Margaret Thatcher (woman head of state) in Britain gives the essay grounding in a European context. The thesis and some of the discussion is more general than in essays that earned higher scores, but there is some evidence provided on the post-1945 period, and there is a specific reference made to Europe.

Sample: 6C

Score: 3

This essay is a bit of an empty shell, but the student does have some limited sense of the difference between the feminist movements of the earlier and later periods. Otherwise, the essay provides very limited evidence.

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2009 SCORING GUIDELINES (Form B)

Question 6

Compare and contrast the crises in state authority that precipitated the French Revolution in 1789 and the February and October Revolutions in Russia in 1917.

9–8 Points

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
 - Essay must explicitly compare and contrast both the French and Russian Revolutions.
 - Essay must primarily address state authority and the origins of each revolution.
 - Response is in the proper chronological context.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
 - Stronger essays in this category should devote nearly equal attention to both the French and Russian Revolutions.
- All major assertions in the essay are supported by multiple pieces of relevant evidence.
 - Essays in this category must address several crises in state authority with at least one crisis from each of the French and Russian Revolutions.
- May contain errors that do not detract from the argument.

7–6 Points

- Thesis is effective and responsive to the question.
 - Theses in this category will address causality and make some attempt at comparing and contrasting.
- Organization is clear and effective in support of the argument but not consistently followed.
 - Essay must compare and contrast BOTH the French and Russian Revolutions.
 - Essay must address state authority and the origins of each revolution.
 - Response is in the proper chronological context.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
 - Essays in this category should address BOTH the French and Russian Revolutions.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
 - Essays in this category must address at least two crises in state authority with at least one crisis from each of the French and Russian Revolutions.
- May contain one major error or several minor errors that detract from the argument.

5–4 Points

- Thesis may be underdeveloped or not fully responsive to the question.
 - In essays in this category, the thesis must move beyond a simple paraphrase of the prompt and may not simply mention that there were similarities and differences between the revolutions.
- Organization may be unclear but is still effective.
 - Essay should either compare and/or contrast both the French and Russian Revolutions.
 - Essay should address state authority and the origins of at least one revolution but must still address an element of the other revolution.
 - Response should primarily address the proper chronological context but may contain material from earlier or later periods.
- Essay shows some unevenness; some major topics suggested by the prompt are neglected.
- Most of the major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain a few errors that detract from the argument.

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Question 6 (continued)

3–2 Points

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance and/or may primarily be a simple narrative of the revolution(s).
 - Essays in this category may be unsuccessful in comparing or contrasting the revolutions.
 - Essays in this category may address only one of the revolutions.
- Essay may contain little relevant evidence.
- May contain several errors that detract from the argument.

1–0 Points

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization or may be completely off topic.
- One or both of the major topics suggested by the prompt is mentioned, but only superficially.
 - Essays in this category may exclusively be simple narratives of one or both of the revolutions.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.

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2009 SCORING COMMENTARY (Form B)

Question 6

Sample: 6A

Score: 8

This essay contains a sophisticated thesis that addresses specific state crises in both the French and Russian contexts. The use of examples and evidence is economical but quite effective. The essay discusses both long- and short-term crises of state authority and uses correct examples to substantiate major points. The links between specific problems and crises of state authority are not as well developed as they might be, but overall this is an effective and tightly structured essay.

Sample: 6B

Score: 4

This essay has an underdeveloped thesis but, nonetheless, addresses the fiscal problems and crises that preceded the French and Russian Revolutions. These problems imply a crisis in state authority without stating this point explicitly. While the discussion of the French fiscal crisis is generally effective, the assessment of the Russian situation in the Russo-Japanese War and the First World War is less so. The second half of the essay is off task..

Sample: 6C

Score: 1

This essay has a thesis that merely restates the question. The discussion of the French Revolution is confused chronologically, and the assessment of the Russian Revolution is vague. The second part of the essay deals with consequences as opposed to causes and with the issue of the crisis in state authority.

2012 Q5

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Question 7

Analyze the effects of nationalism on the Austrian Empire in the period 1815 to 1914.

9–8 Points

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed, and effective in support of the argument.
 - Essay must explicitly analyze the impact of nationalism on the Austrian Empire.
 - Essay must address several ethnic/national groups within and/or outside the Austrian Empire (this may include Austrians themselves or the impact of Italian, German/Prussian, Russian, or Ottoman nationalism).
 - Response is in the proper chronological context (1815–1914) and addresses effects in several different periods.
- Essay is well balanced; all major topics suggested by the prompt are covered at some length.
 - Stronger essays in this category should analyze multiple effects of nationalism on the Austrian Empire.
- All major assertions in the essay are supported by several pieces of relevant evidence for at least two ethnic/national groups within and/or outside the Austrian Empire.
- May contain errors that do not detract from the argument.

7–6 Points

- Thesis is explicit and responsive to the question.
 - Theses in this category will address more than one effect of nationalism on the Austrian Empire.
- Organization is clear and effective in support of the argument but not consistently followed.
 - Essay must analyze the impact of nationalism on the Austrian Empire.
 - Essay must address a few ethnic/national groups within and/or outside the Austrian Empire.
 - Response is in the proper chronological context (1815–1914) and addresses effects in a few different periods.
- Essay is balanced; all major topics suggested by the prompt are covered at least briefly.
 - Stronger essays in this category should analyze some effects of nationalism on the Austrian Empire.
- All major assertions in the essay are supported by at least one piece of relevant evidence for at least two ethnic/national groups within and/or outside the Austrian Empire.
- May contain one major error or several minor errors that detract from the argument.

5–4 Points

- Thesis may be underdeveloped or not fully responsive to the question.
 - In essays in this category, the thesis must move beyond a simple paraphrase of the prompt and should address a specific effect of nationalism on the Austrian Empire.
- Organization may be unclear but is still effective.
 - Essay must address the impact of nationalism on the Austrian Empire.
 - Essays in this category may focus primarily on one ethnic group within and/or outside the Austrian Empire and merely mention others.
 - Response should mostly be in the proper chronological context (1815–1914) and may only address effects in one specific period.
- Essay shows some unevenness; some major topics suggested by the prompt are covered superficially.
 - Essays in this category should analyze an effect of nationalism.

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Question 7 (continued)

- Most of the major assertions in the essay are supported by at least one piece of relevant evidence for at least one ethnic group within and/or outside the Austrian Empire.
- May contain a few errors that detract from the argument.

3–2 Points

- May contain a weak thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective.
 - Essays in this category should attempt to be in the proper chronological context or may address an effect from a specific period very generally.
- Essay shows serious imbalance and/or may only discuss the ethnic/national composition of the Austrian Empire without linking it to nationalism.
- Essay may contain little relevant evidence.
- May contain several errors that detract from the argument.

1–0 Points

- May contain an exceptionally banal thesis, or there is no discernable attempt at a relevant thesis.
- Little discernable organization or may be completely off topic.
- One or none of the major topics suggested by the prompt is mentioned.
 - Essays in this category may simply offer generalized statements about nationalism in the period 1815–1914 or deal primarily with the twentieth century.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.

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AP® EUROPEAN HISTORY
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Question 7

Sample: 7A

Score: 9

This essay contains an explicit and fully responsive thesis that notes the need for the rulers of the Austrian Empire to suppress nationalism in order to preserve imperial unity. The essay discusses Austria's rise as a European power and shows how nationalism became a catalyst for the breakup of the empire. The essay focuses on multiple expressions of Austrian nationalism—under Metternich in 1815 and 1848, in the late nineteenth century in the Balkans, and finally in 1914—along with sophisticated analyses of these examples.

Sample: 7B

Score: 5

This essay contains a solid thesis addressing ethnic fragmentation in the Austrian Empire. The second part of the thesis on ethnic unity and expansion is unclear. The essay treats ethnic diversity effectively and supplies a useful discussion of the Magyars. The discussion of Austro-Hungarian expansionism in the Balkans is confused. The essay provides some specific evidence on Magyars, but it conflates other ethnic groups in places. The evidence on Austro-Hungarian unity is confused. This is a good example of an essay that addresses only one consequence of nationalism.

Sample: 7C

Score: 3

This essay contains a weak thesis that ineffectively describes the connections between nationalism and ethnic hostility and the effects of nationalism as a reason for the First World War. The discussion of reform and the desire to maintain Austrian power under Metternich works as a general discussion of the effects of nationalism in the early nineteenth century. The analysis of the First World War and nationalism is undeveloped.